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WHOLE
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AN EXPERIMENT WITH THE OPENING LINES OF THE ÆNEID

Few teachers, perhaps, have found it an easy matter to give to the average high-school class a correct conception of quantity as underlying the structure of Latin verse. I am probably not the only one who has experienced difficulty in showing how in the case of the hexameter, for example, it is possible to have a metrical arrangement based on quantity without altogether disregarding the accent of the Latin words as they were pronounced in prose. To make the matter clearer to my pupils, I have used a simple melody, adapted to the first eleven lines of the Æneid, writing it upon a blackboard for classes in Virgil. The editor of the SCHOOL REVIEW one day happened to see this in my class room and invited me to send it to him. I have complied with his request, thinking that possibly other teachers might find it interesting to pursue the matter further.

I am under deep obligations to Professors Francis W. Kelsey and Albert A. Stanley, of the University of Michigan, for their kindness in revising my manuscript. Professor Stanley added the accompaniment.

Ar'-ma vi-rum'-que ca'-no, Tro'-iae qui pri'-mus ab o'-ris

I - ta' - li - am fa' - to pro'-fu-gus La - vi - na'-que ve'-nit

Li' - to-ra, mul'-tu^m il'-l^e et ter' - ris iac - ta' - tus et al'-to

Vi su'-pe-rum sae' - vae me'-mo-rem Iu - no' - nis ob i' - ram,

Mul'-ta quo'-qu^e et bel' - lo pas' - sus, dum con' - de-ret ur'-bem

In - fer - ret'-que de'-os La'-ti - ó: ge'-nus un'-de La - ti'-num

Al - ba - ni' - que pa'-tres at' - qu° al'-tae moe'-ni-a Ro'-mae.

Mu'-sa, mi' - hi cau'-sas me'-mo-ra, quo nu'-mi-ne lae'-so

Quid'-ve do'-lens re - gi' - na de' - um tot vol'-ve-re ca - sus

In - si' - gnem pi - e - ta' - te vi' - rum, tot ad - i' - re la - bo' - res

Im - pu' - le - rit. Tan' - tae - n° a' - ni - mis cae - le' - sti - bus i' - rae?

J. RALEIGH NELSON

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